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SUGGESTED PHYSICAL EDUCATION PROGRAM A  
HIGH SCHOOL WITH A SMALL ENROLLMENT

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A Paper

the Faculty of the Men's Physical Education Department  
Eastern Illinois State College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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Approved:

Date

7/25/56

Dr. William Groves

by

John A. Barr

July 1956

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## CHAPTER I

### INTRODUCTION

Physical education, according to Brace<sup>1</sup>, is that phase of the school program which is concerned largely with the development of physical fitness through the medium of "big muscle" activity requiring strength, speed, agility, and endurance; with the acquisition of motor skills of interest to growing youth of value in later life recreation activities; and with the development of socially desirable habits, knowledges and attitudes which contribute to the aims of education.

The writer made a general survey of physical education programs in eight schools with small enrollments in the central part of Illinois. This survey was made on a casual basis by the writer, to see how other programs were conducted and to determine what type of activities were being offered. From this observation the writer was impressed with certain inadequacies demonstrated in their programs. It is apparent that the physical education program in their schools has been limited in the number of activities with very little time given to actual instruction.

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<sup>1</sup>David K. Brace, Health and Physical Education for Junior and Senior High Schools (New York: A. S. Barnes and Co., 1948), p. 4.

It seemed that the teachers responsible for these programs would benefit from seeing an improved program in operation---and one which they might use as a pattern in reorganizing their particular programs.

To support the opinion of the writer, an article written by Annarino<sup>2</sup> in March of this year is as follows:

Many of today's programs consist mainly of major sports with little stress and importance placed on teaching of skills and fundamentals. There is definitely a place in our program for informality, however, many forget the formal programs employing the use of drills and lead-up games for teaching skills, fundamentals, and techniques; utilizing calisthenics to minimize body injuries; and teaching marching tactics for better class control.

In preparing this curriculum, the writer made an examination of samplings of the literature of physical education, physiology, growth and development, mental hygiene, and sociology to select and validate principles which should constitute guides to the formulation of a curriculum in physical education for high school boys.

The writer intends to incorporate the present program in his school. It is then hoped that the surrounding schools may be persuaded to improve their present programs

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<sup>2</sup>Anthony A. Annarino, "Physical Education or Wreck-reaction," The Physical Educator (Phi Epsilon Kappa Fraternity) 13:9, March, 1956.

along lines proposed and demonstrated within this paper.

## CHAPTER II

### LITERATURE PERTAINING TO THE PHYSICAL EDUCATION CURRICULUM

Irwin<sup>3</sup> seems to think that in recent years there has been a trend for physical educators to take responsibility for the complete health knowledge of the students although other teachers have cooperated. There seemed to exist a general feeling that health knowledge of the student as such is insufficient. In dealing with health, teachers attempted to stimulate interest by having the students compile scrap books; participate in plays and pageants and games; dramatize healthful activities; draw and paint. Throughout the development of health education in the schools the emphasis has been placed on: (1) a knowledge of physiology; (2) health rules; (3) health habits; (4) health attitudes, appreciations, and ideals--- in short a health consciousness.

Nixon and Cozens<sup>4</sup> believe that the comparatively

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<sup>3</sup>Leslie W. Irwin, The Curriculum in Health and Physical Education (St. Louis: The C. V. Mosby Co., 1944), pp. 39-40.

<sup>4</sup>E. W. Nixon and F. W. Cozens, An Introduction to Physical Education (Philadelphia and London: W. B. Saunders Co., 1947), pp. 6, 30-31.

recent change from "physical culture" and "physical training" to physical education is one of tremendous significance to those engaged in the profession. "Physical culture" was concerned with the physical aspects of life almost exclusively. Physical education today is an integral phase of the whole educational project, with all the responsibility.

Physical education, properly organized and conducted, seems to offer greater possibilities than any other phase of the whole school educational project. Physical education can help the individual achieve a life filled with wholesome activity which brings him satisfaction, joy, and deep appreciations; develop habits, attitudes, and ideals necessary for society.

Williams<sup>5</sup> seems to think that physical education carried on in the schools as a means of health or as a postural activity misses the goal that alone can be justified in a plan for the education of children. The whole recreational and play life of the child should be correlated with the physical education of the school,

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<sup>5</sup>J. F. Williams, The Principles of Physical Education (Philadelphia and London: W. B. Saunders Co., 1946), p. 69.



and needs of the boys and girls for development should be seen in the relation to the needs of the adults to have wholesome opportunity for recreation. The community that organizes its schools, plans its physical environment and selects its leaders with the view that education is life, and the purpose of life is complete functioning of the whole nature of man must, of necessity, cease to think of physical education in terms of posture, perspiration, and exercise.

Irwin<sup>6</sup> says that due to the fact that our nation has become mechanized we are constantly keyed up by our fast pace of living, but we are confronted by a vast amount of leisure time. If we believe in the democratic tradition, then leisure time is the right of every person and preparation for the worthy use of leisure time has become one of the major objectives of physical education. People take part in more recreative sports such as golf, swimming, fishing, hunting, tennis, skating, etc. They do not spend leisure time ordinarily in calisthenics, gymnastics, or strenuous sports such as basketball and football. Instruction in these activities which

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<sup>6</sup>Irwin, op. cit., p. 45.

will be used by adults in their leisure time is an important job of the health and physical education departments of the schools.

The role of physical education in making a better world seems to be twofold. One clearly is the responsibility of pointing out the fundamental character of the activities for child development; the other seems to be designed for leisure-time and adult affairs in which activities started in its program will go, will be continued because of their satisfaction and their services to man.

According to one source<sup>7</sup> physical education provides a wealth of experiences which, along with other opportunities in the curriculum, are particularly important in helping each child to:

1. Develop and maintain maximum physical efficiency. A physically efficient person enjoys sound functioning of the bodily processes, is free of remediable defects, possess such qualities as strength, endurance, speed, a sense of balance, agility, and good posture and efficient body mechanics, and exercises these qualities according to his age and physical condition, maintaining a balance of activity;

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<sup>7</sup>Boston Convention of The Representative Assembly of the American Association for Health, Physical Education, and Recreation, "Platform for Physical Education," Journal for Health, Physical Education, and Recreation, 21:136-137, March, 1950.

- rest, work, and recreation. One who has unremediable defects learns to adjust to and compensate for his capabilities in order to live a happy useful life.
2. Develop useful skills. In the sense, a skillful person is proficient in many fundamental skills, such as walking, dodging, gauging moving objects, lifting, which are essential to living safely and successfully, and his abilities in a variety of activities, such as team and individual sports, swimming, and dancing, that contribute to physical and social efficiency at each stage of life.
  3. Conduct himself in socially acceptable way. A person who behaves desirably, among other things, acts in a sportsman-like manner, works for the common good, and respects the personalities of his fellows (team games and other group activities offer many opportunities to practice these qualities). He enjoys, contributes to, and is at ease in a variety of wholesome social situations (co-educational sports, dancing, swimming and other such activities help to provide learning experience in such cases), exercises self-control in activities which mentally stimulating and often emotionally intense, reacts quickly and wisely under pressure, is courageous and resourceful. Games, contests, and other competitive sports help to bring out these qualities when there is good leadership.
  4. Enjoy wholesome recreation. A person who engages in wholesome recreation includes in his daily living activities that bring deep satisfaction, that are often creative, relaxing or stimulating, and draws upon a fund of recreational interests, knowledges, appreciations, and skills.

In developing a curriculum for the physical education program C. O. Jackson's class<sup>8</sup> during the summer session

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<sup>8</sup>C. O. Jackson, "Seventeen Principles for the Curriculum," Illinois Education, 37:132-133, 139, December, 1948.

of 1948 set up an outline to go by as follows:

1. A written outline of curriculum in physical education should be formulated and designed to meet the needs for each school.
2. The status of each pupil in physical education program should be established by one or more through examinations.
3. Every pupil should take part in some form of physical education activity daily. A daily program also meets the state requirements.
4. The classes in physical education should be organized in a homogeneous age grouping.
5. The physical education program should include a wide variety of socially and hygienically approved activities suited to the needs and capacities of the pupils.
6. Adequate facilities and equipment should be provided by the school administration, and maximum use should be made of them.
7. The physical education class should be a period of instruction based on modern educational methods and adequate materials of learning.
8. Pupils in physical education classes should acquire an appreciation of spectator sports and of sportsmanship, both in actual participation and as a spectator.
9. An extra-curricular program should be planned so the pupils may participate in activities which challenge them.
10. Development of qualities necessary for leadership should be considered as one of the objectives of the curriculum.
11. Appropriate activities carried on through coeducational participation should be an important part of the physical education program.
12. A record system of grading and evaluating the program of the pupils should be formulated. This should be based upon educational standards.
13. The physical education teacher should be professionally and socially qualified.
14. Teachers of physical education should acquaint administrators, parents, pupils,

and the general public with the expected values and outcomes of a broad, well-planned program.

15. Health education should be separated from physical education and taught as a subject in itself.
16. The program in physical education should be organized and supervised to eliminate as many hazards as possible.
17. Provision should be made for disposition of any accident or illness, to protect the pupil and to make reasonably sure that no repercussions can reflect on either the administration or school personnel.

Robert S. Gilchrist<sup>9</sup>, in an article in the National Association of Secondary School Principals, listed a group of needs that a good curriculum should meet in the over-all curriculum in education for secondary schools. They are as follows:

1. the development of salable skills;
2. the development and maintenance of good health and physical fitness;
3. understanding the rights and duties of citizens of democracy;
4. understanding the significance of the family;
5. knowing how to purchase and use goods and services intelligently;
6. understanding the methods of science;
7. the ability to appreciate beauty in literature, art, music, and nature;
8. the ability to use leisure time well;
9. respect for others;
10. ability to think rationally, express thoughts clearly, and to read and listen with understanding.

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<sup>9</sup>Robert S. Gilchrist, "Are the Schools Meeting the Imperative Needs of Youth," The Bulletin of the National Association of Secondary School Principals, 35:82, October, 1951.

The suggested policies for governing the physical education curriculum as suggested by Kistler<sup>10</sup> are as follows:

1. The Physical Education Activities Program should be made up primarily of activities of a vigorous nature since endurance and strength, which are factors in dynamic health can be developed only through properly selected vigorous exercise.
2. The secondary school program should stress the development and maintainance of greater physical endurance. Opportunity should be provided also for the development of skills useful in out-of-school recreation---both now and in adult life.
3. The secondary program of activities should include athletic games, individual sports, rhythmical activities, aquatics, track and field, tumbling, combatives (boys), camping and outing activities.
4. The program of activities should be broad to permit adaptation to individuals' needs and capacities as determined by their health appraisals. Each child should have daily activity of maximum intensity for him.

Pierce<sup>11</sup> also made a suggestion about an activity program as follows:

It should be remembered that the activities of the experienced centered curriculum devised to meet the needs of children will never be permanently established. Every group will have had experiences on which new ones must be built, so each group and each year will present a new kind of problem. Each

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<sup>10</sup>J. W. Kistler, "Health Aspects of Physical Education: A Statement of Suggested Policies in Governing Conduct of Physical Education," Education, 40:127-128, October, 1949.

<sup>11</sup>Paul R. Pierce, "How Can the Experienced Centered Curriculum be Developed?," The Bulletin of National Association of Secondary School Principals, 33:163, May, 1949.

school should be careful to avoid establishing a set program but should keep a log of activities ---and account of what has been done---then build on that.

Irwin<sup>12</sup> said that it is necessary that we establish and conduct physical education activities primarily to aid physical, mental, social, emotional, and recreational growth and development.

Evans<sup>13</sup> made a comment that the importance of skills in sports, in dance, and all of the areas of the field of physical education has been ignored too many times.

One can realize the importance of a good physical education program after reading an article by the National Conference for the Mobilization of Health, Physical Education, and Recreation<sup>14</sup> on "The Physical Education Program for Today's Youth." The most important part is as follows:

The condition imposed upon us by the emergency has created new or intensified needs which, if unmet, may seriously handicap us in the defense effort. Good programs in health, physical education, and recreation will help people to achieve:

1. Total fitness for the tasks at hand.

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<sup>12</sup> Leslie W. Irwin, "New Directions in Physical Education," Journal for Health, Physical Education, and Recreation, 17: 472-473, October, 1946.

<sup>13</sup> Ruth Evans, "Physical Education This Year," Journal for Health, Physical Education, and Recreation, 17:472-473, October, 1946.

<sup>14</sup> National Conference for Mobilization of Health, Physical Education, and Recreation, "A Physical Education Program for Today's Youth," Journal for Health, Physical Education, and Recreation, 22:9, May, 1951.

2. Courage and morale.
3. Skills for protection and survival.
4. Skills and interest for off-the-job-time.
5. Democratic beliefs and skills in human relationships.
6. Moral and spiritual values.

After running a test on school children for muscular fitness, Kraus and Hirschland<sup>15</sup> came to these conclusions:

We have the impression that insufficient exercise may cause dropping of muscular fitness levels below the minimum necessary for daily living. The lack of exercise may cause inadequate outlet of nervous tension.

Lack of sufficient exercise, therefore, constitutes a serious deficiency comparable with vitamin deficiency. Prevention of this deficiency is an urgent need.

Our physical education is in definite need of expansion so that there can be active and total participation not only in high school, but neve more important, in elementary school and pre-school groups.

In summarizing the survey of literature as made by the writer, the following might be listed as points pertinent to the organization of a curriculum:

1. Physical education should be considered and treated as a part of general education.
2. The curriculum should be organized and conducted according to sound established policies and practices.
3. The activities in the curriculum should develop physical fitness.
4. The curriculum content should be selected on the basis of pupil needs and interests.
5. The curriculum should consist of a wide variety of activities.
6. The curriculum should include activities which can be engaged in as recreational activities outside of school and are likely to be continued after leaving school.
7. All activities in the curriculum should meet approved social, hygienic, and safety standards and be taught accordingly.

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<sup>15</sup>Kraus, Hans and Ruth P. Hirschland, "Minimum Muscular Fitness Tests in School Children," Research Quarterly, 26:314-323, October, 1955.



### CHAPTER III

#### PHILOSOPHY, AIMS, AND OBJECTIVES OF THE PHYSICAL EDUCATION CURRICULUM

The writer believes it is necessary in constructing a program in physical education to state one's philosophy, aims and objectives pertaining thereto. Of several possible selections the writer would be in agreement with those mentioned in the following paragraphs.

"Physical education should never be thought of as a 'frill' or ornament attached to the institution or the school, but rather as an integral phase of the project of educating the whole individual."<sup>16</sup>

Dewey<sup>17</sup> gives the meaning of education as : "that process of the continuous reconstruction of experience with the purpose of widening and deepening its social content while at the same time the individual gains control of methods involved."

From this meaning of education the writer would get

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<sup>16</sup> Nixon and Cozens, op. cit., p. 7.

<sup>17</sup> John Dewey, "Education," Cyclopedia of Education, pp. 398-400.

the idea that all classes would be considered part of the total education---not just the ones that take place in the classrooms. Thus, the writer considers physical education as an integral part of education.

Since our form of government is democratic and preparation of the oncoming generation for successful living in a democracy is the accepted policy of American education, the schools should seek to develop and maintain that form of society. Emphasis on freedom of self-expression, the importance of individuality, and respect for personality, and the responsibility of each individual for developing self-control and self-direction are some of the fundamental ideals of democracy.

Activities and methods of presentation should be chosen in terms of their inherent citizenship values. Particular attention should be given to teaching boys to play games that can be played in small groups or by individuals as recreational activities throughout the greater part of their lives. General applications should be developed of the ideals of abiding by the rules of the game, fair play, team play, and playing the game.

## I. THE ULTIMATE AIM OF PHYSICAL EDUCATION

LaPorte<sup>18</sup> gives the ultimate aim of physical education as follows:

The ultimate aim of physical education may well be to so develop and educate the individual through the medium of wholesome and interesting physical activities that he will realize his maximum capacities, both physically and mentally and will learn to use his powers intelligently and co-operatively as a good citizen even under violent emotional stress.

The aim of physical education, according to Sharman<sup>19</sup>, is as follows:

The aim of physical education is to influence the experiences of persons to the extent that each individual within his limits of capacity may be helped to adjust successfully to society, to increase and improve his wants, and to develop the ability to satisfy his wants.

## II. OBJECTIVES OF PHYSICAL EDUCATION

The major objectives of physical education as set forth by the Law<sup>20</sup> for the schools of Illinois are as

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<sup>18</sup>Wm. Ralph LaPorte, The Physical Education Curriculum (Los Angeles: The University of Southern California Press, 1940), p. 36.

<sup>19</sup>Jackson R. Sharman, Introduction to Physical Education (New York: A. S. Barnes and Co., Inc., 1934), p. 65.

<sup>20</sup>The School Code of Illinois, Enacted by the Sixty-fourth General Assembly, Office of the Superintendent of Public Instruction, 1956, Article 27, Section 7, pp. 205-206.

follows:

1. to develop organic vigor;
2. to provide bodily and emotional poise;
3. to provide neuro-muscular training;
4. to prevent or correct any postural defects;
5. to develop strength and endurance;
6. to develop desirable moral and social qualities;
7. to promote hygienic school and home life;
8. to secure scientific supervision of the playgrounds, athletic fields and equipment thereof.

These objectives seem to be general because they represent the ultimate goals to be achieved by the students in physical education.

The specific objectives, as set forth in the bulletin<sup>21</sup> from the state department of Illinois, are as follows:

1. Reasonable good posture.
2. A reasonably high level of physical fitness.
3. The ability to swim fifty yards.
4. Ability to play at least four team sports reasonably well. (Selected from the following list: Boys; football, basketball, volleyball, baseball, soccer, speedball, touch football, and softball.)
5. Ability to perform at least four individual sports reasonably well. (Selected from the following list: Archery, swimming, track, field, cross-country, badminton, tumbling.)
6. Ability to dance reasonably well.

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<sup>21</sup>Ray O. Duncan, "Suggestions for Improving the Curriculum in Physical Education for High School Boys," Circular Series A, No. 51, Illinois Curriculum Program Bulletin No. 19, Office of Superintendent of Public Instruction, Springfield, Illinois, January, 1954.

7. Participation in one combative sport.
8. Knowledge of the rules and techniques of the sports in the curriculum.
9. A disposition to participate in sports according to social, hygienic and safety standards.
10. An appreciation of sports common to our culture.

## CHAPTER IV

### PROPOSED ORGANIZATIONAL PROCEDURE AND RECOMMENDATIONS FOR THE CURRICULUM OF HIGH SCHOOL WITH A SMALL ENROLLMENT

#### I. BACKGROUND OF THIS PARTICULAR SCHOOL

This school has an enrollment of 150 students of which 80 are boys. The freshmen, sophomores, juniors, and seniors will meet at one time during the day for a period of 45 minutes.

Students are required to take a physical examination once every four years. This is the practiced procedure, but it is suggested by the writer that each student be required to take a physical examination every year, and this should be taken at the beginning of the school year.

All students will be required to take physical education. Persons with valid excuses will be excused from class participation. A valid excuse will have to be given by the doctor.

Proper gymnasium uniforms will be used and each student is expected to take a shower after the class period. Towels will be furnished by the school.

Student leaders will be used during the physical

education class period. The number of leaders to be used will depend upon the activity.

Due to the fact that the administration wants the S and U system, the writer thinks that it would be advisable to cooperate. The writer is in agreement with the administration as the writer feels it would be impossible to give marks to such a large group with such a short class period.

## II. FACILITIES AND EQUIPMENT

The writer feels that there is enough space to carry on team games. Not only because of the lack of space, but due to the fact that there will be eighty in the class, it would probably be necessary to emphasize team games or activities.

The facilities consist of a gymnasium, three playing fields, two tennis courts, and the Y.M.C.A. has made it possible for the swimming class to meet there daily for a three week period. The gymnasium is not as large as a regulation high school gym and does not have any other available space other than the actual playing floor, as the room has walls on three sides with the fourth side as a partial bleachers and lunchroom service area. The

three playing fields consist of one football field and two adjacent playing areas. The two playing areas would be as large as the regular football field.

The school will provide equipment for most of the activities offered. Where this is not possible in some instances the writer suggests that in this area where the schools are not too far apart, that a number of schools go together to purchase equipment and rotate it. With the number (80) involved and where it seems necessary due to class arrangements, if badminton is to be taught, it would be necessary to have a great number of racquets, which one school would be unable to purchase. With the suggestion that the writer has made it would be possible for several schools to buy a portion of these racquets and pool them---but each school would have to have badminton at a different time.

### III. SELECTION OF ACTIVITIES

The writer believes that before the activities are to be decided upon that the needs of the student involved should be considered.

Nixon and Cozens<sup>22</sup> list the needs of the students

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<sup>22</sup> Nixon and Cozens, op. cit., pp. 79-81.



in three different groups preceded by suggested policies in determining the needs. These are listed as follows:

- A. Policies suggested to the determination of specific needs.
  1. A thorough medical examination.
  2. Frequent tests of individual skills.
  3. Evaluation of social characteristic needs.
  4. " of interests.
  5. " of social and occupational conditions.
  6. Determine social occupation of future years.
- B. Physiological and Anatomical Needs
  1. The machine age has a tendency to eliminate activities characteristic of former ages, leaving a large number without necessity for engaging in vigorous muscular activity.
  2. Abnormalities in bodily growth and development. Normal growth and physical development demand large amounts of activity.
  3. Many individuals will be found to lack regular habits of exercise.
- C. Psychological Needs
  1. Need for the development of emotional control.
  2. Need to develop resourcefulness, initiative and capacity for quick thinking when under pressure.
  3. Need to develop control of variety of willed bodily movements.
  4. Need for opportunity for wholesome expression of human tendencies to action.
  5. Need for development of interest in wholesome recreational activities.
- D. Social Needs
  1. Need for the cultivation of an attitude of fairness.
  2. Attitude for cooperation in enterprises intended for the common good.

3. Development of interested participation in stimulating activities.
4. Need for favorable opportunity to participate in socializing activities.
5. An almost universal need in the adolescent group for acquisition of skills in recreational activities.
6. Need for the development of capacity for quick adjustment to the motives, moves, and intentions of others.

It will be almost impossible to meet all of these needs in a small school with a limited amount of time. The writer feels that the curriculum set up will meet some of these needs.

Lists of activities<sup>23</sup> have been studied by the writer and a suggested group was chosen to fit the area in which they will be used.

1. Archery
2. Badminton
3. Baseball
4. Basketball
5. Combative Activities
6. Conditioning Activities
7. Corkball
8. Cross Country
9. Fishing
10. Golf
11. Group games and relays
12. Horseshoes
13. Handball

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<sup>23</sup>Sharman, op. cit., pp. 136-137. LaPorte, op. cit., pp. 30-31. Irwin, op. cit., pp. 135-136. S. C. Staley, The Curriculum in Sports (Physical Education) (Champaign: The Stipes Publishing Company, 1940), pp. 50-78.

14. Pyramid building
15. Paddle tennis
16. Rope skipping
17. Shuffleboard
18. Softball
19. Soccer
20. Social dancing
21. Speedball
22. Square dancing
23. Swimming
24. Table tennis
25. Touch football
26. Track and field
27. Tumbling
28. Volleyball
29. Wrestling

## CHAPTER V

### THE SUGGESTED PROGRAM FOR A HIGH SCHOOL WITH A SMALL ENROLLMENT

The writer feels that it is necessary to have a "cycle"<sup>24</sup> program set up for four years as the class only meets once a day with all four grades meeting at one time. With the cycle program it would allow each student to get a greater variety of activities. Each year would have a different group of activities---with the exception of volleyball and basketball which have been given in two different years. During the first year of each activity the elementary skills will be taught. It is during the second year of the activity, that to avoid repeating the same elementary skills, a graded program would be followed. There would be one-fourth of the class involved in elementary skills, with the use of student leaders, and three-fourths of the class involved in advanced skills.

The time allotment for activities has been increased due to the fact that we do not have an intramural setup in this school.

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<sup>24</sup>LaPorte, op. cit., p. 36.

## I. FIRST YEAR PROGRAM

Soccer. . . . .	.8 weeks. . . . .	40 periods
Volleyball. . . . .	.8 weeks. . . . .	40 periods
Square and Social Dancing. . . . .	.8 weeks. . . . .	40 periods
Swimming. . . . .	.3 weeks. . . . .	15 periods
Softball. . . . .	.9 weeks. . . . .	45 periods

## II. SECOND YEAR PROGRAM

Speedball . . . . .	.9 weeks. . . . .	45 periods
Wrestling and Rope Skipping . . . . .	.4 weeks. . . . .	20 periods
Volleyball. . . . .	10 weeks. . . . .	50 periods
Combative Exercise. . . . .	.4 weeks. . . . .	20 periods
Baseball. . . . .	.9 weeks. . . . .	45 periods

## III. THIRD YEAR PROGRAM

Touch Football. . . . .	.9 weeks. . . . .	45 periods
Tumbling and Pyramid Building. . . . .	.4 weeks. . . . .	20 periods
Basketball. . . . .	10 weeks. . . . .	50 periods
Badminton . . . . .	.4 weeks. . . . .	20 periods
Baseball. . . . .	.9 weeks. . . . .	45 periods

IV. FOURTH YEAR PROGRAM

Golf and Archery . . . . .	9 weeks . . . . .	45 periods
Group games & Relays . . . . .	4 weeks . . . . .	20 periods
Basketball . . . . .	10 weeks . . . . .	50 periods
Shuffleboard . . . . .	4 weeks . . . . .	20 periods
Cork Ball. . . . .	9 weeks . . . . .	45 periods

V. SAMPLE ACTIVITY FUNDAMENTALS<sup>25</sup>

The fundamental elements or teaching units in each activity are arranged in order of preferred sequence for most effective teaching. The time allotment indicates the recommended percentage of time to be given the unit of the total of 100% for all ten units in the activity.

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S O C C E R

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	Teaching Sequence	Time in %	No. of Periods
Kicking	1	10	4
Passing	2	10	4
Dribbling	3	11	4 1/4
Stopping	4	7	2 3/4
Goal Kicking	5	8	3
Volleying	6	5	2
Throw-in	7	3	1 1/2
Chesting	8	5	2
Heading	9	7	2 3/4
Corner Kick	10	4	1 3/4
Playtime		30	12

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Playtime will be placed in the program during every Friday and the last week of the activity.

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<sup>25</sup> Ibid., pp. 16-23.

## VI. DAILY LESSON PLAN---TIME ALLOTMENT

10 minutes---dressing for class

25 minutes---instruction

10 minutes---shower and dressing

Sample Monthly-Weekly-Daily Schedule for Soccer

Day	Description of instruction	1st Week
Monday	History, general description and demonstration of the game of soccer. Remainder of period will be spent on soccer kicking technique, rules, strategy and use, etiquette, and safety precautions. Individual squad and team practice.	
Tuesday	Kicking continued---covering everything that has not been covered on Monday.	
Wednesday	Review of kicking.	
Thursday	Review of kicking.	
Friday	Modified game of soccer.	
		2nd Week
Monday	Soccer passing---use the same procedure as described for kicking.	
Tuesday	Passing continued---covering everything that has not been covered on Monday.	
Wednesday	Review of passing.	
Thursday	Review of passing.	
Friday	Modified game of soccer.	
		3rd Week
Monday	Soccer dribbling---use same procedure as the two preceding skills.	
Tuesday	Review dribbling---covering everything not covered on Monday.	
Wednesday	Dribbling review.	
Thursday	Dribbling review.	
Friday	Modified game of soccer.	

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Day	Description of instruction	4th Week
Monday	Soccer stopping---use same procedure as for kicking.	
Tuesday	Soccer stopping review---covering everything not covered on Monday.	
Wednesday	Soccer stopping review---also start on goal kicking using the same procedure as for kicking.	
Thursday	Soccer goal kicking---covering everything not covered on Wednesday.	
Friday	Modified game of soccer.	

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## 5th Week

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Monday	Soccer goal kicking continued.	
Tuesday	Soccer goal kicking continued for one-half period and then start on volleying using the same procedure as that used for kicking.	
Wednesday	Soccer volleying continued.	
Thursday	Soccer volleying for one-half period. The remainder of the period should be spent on the throw-in. Should use the same procedure as for kicking.	
Friday	Modified game of soccer.	

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## 6th Week

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Monday	Soccer throw-in continued---covering everything not covered on Thursday.	
Tuesday	Soccer chesting---use same procedure as that of kicking.	
Wednesday	Soccer chesting review.	
Thursday	Soccer heading---use same procedure as used for kicking.	
Friday	Modified game of soccer.	

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Day	Description of instruction	7th Week
Monday	Soccer heading review.	
Tuesday	Soccer heading review.	
Wednesday	Soccer corner kick---use the same procedure as that of kicking.	
Thursday	Soccer corner kick review.	
Friday	Team game of soccer.	

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## 8th Week

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The final week of the activity will be spent in a tournament. The number of games will depend on the number of teams--- which will in all probability be six--- thus having three games going on at one time.

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